

Missouri Department of Elementary and Secondary Education District Technology Plan Review/Approval

Following is the request form and scoring guide used to review district technology plans. To request approval review, complete the top portion of this form, attach it to one (1) copy of the district's technology plan, and mail form and plan to Instructional Technology Section, Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480. For additional information and assistance, contact Instructional Technology staff at 573-751-8247, instrtech@dese.mo.gov, or visit the web at <http://dese.mo.gov/divimprove/instrtech/techplan/gettingstarted.htm>.

REQUEST FOR TECHNOLOGY PLAN REVIEW – To be completed by district contact

Submission Date: _____

District Name: _____	County/District Code: _____ - _____	Date of Local Board Approval: ____/____/____
District Address: _____		Contact Person: _____
Telephone: (____) _____ - _____	Fax: (____) _____ - _____	Email Address: _____
District Enrollment: _____	Date Previous Tech Plan Approved by Board: ____/____/____	Date Last CSIP Approved by Board: ____/____/____

Total score: _____	Reader Number: _____	Exemplary plan overall: <input type="checkbox"/> Yes <input type="checkbox"/> No
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STATE APPROVAL – To be completed by the Department (See scoring notes below)

1. Approved for E-rate: <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____		Signature: _____
2. Approved for Title II.D: <input type="checkbox"/> Yes <input type="checkbox"/> No	Approval Date: _____	Expiration date: _____	

1. For a district technology plan to receive state approval for the E-rate discount program, the plan must receive a total of at least 60 points.
2. To meet Title II.D program standards and updated Missouri Education Technology Strategic Plan goals, a district technology plan must score at least 75 points, with no score point below three (3).

Missouri Department of Elementary and Secondary Education Technology Plan Scoring Guide

INTRODUCTION: Orient the reviewer to the district by providing a brief description of the district in terms of its size/enrollment, geographic location, socioeconomic setting, community resources, and such. Include date of last Missouri School Improvement Program (MSIP) review and most recently approved Comprehensive School Improvement Plan (CSIP). Include an overview of the technology plan's format.

TECHNOLOGY PLANNING COMMITTEE: Detail the work of the district's technology committee during the last three years, since approval of the previous plan. [Membership of the committee should be representative of students, teachers, administrators, technical support staff, parents, and community/business leaders. Representation should be equitable, and appropriate to address the five Technology Focus Areas (TFAs): 1) Student learning as it relates to the Show-Me Standards, including technology literacy, 2) Teacher preparation and delivery of instruction, 3) Administration/data management/communication processes, 4) Resource distribution and use, and 5) Technical support.]

Needs Revision (1-2 points)	Adequate (required) (3-4 points)	Commendable (5 points)	Score
Committee list is missing or inadequate to determine representation. See note *.	Committee list: <input type="checkbox"/> identifies membership groups <input type="checkbox"/> includes most membership groups <input type="checkbox"/> is appropriate in size Committee: <input type="checkbox"/> reviewed previous technology plan's activities, outcomes, and overall progress	Committee list: <input type="checkbox"/> identifies membership groups <input type="checkbox"/> includes all membership groups <input type="checkbox"/> is appropriate in size <input type="checkbox"/> has equitable representation <input type="checkbox"/> provides TFA links Committee: <input type="checkbox"/> detailed review of previous technology plan's activities, outcomes, and overall progress	

*Revision Note:

DISTRICT EDUCATION TECHNOLOGY MISSION STATEMENT: Provide the district's current mission statement (and the vision statement, if applicable) with regards to education technology. If updated/revised, describe how and why. Describe how existing or new statement(s) aligns with the district's other existing mission statements and addresses the impact of technology on the district's teaching and learning goals as addressed in the district's Comprehensive School Improvement Plan.

Needs Revision (1-2 points)	Adequate (required) (3-4 points)	Commendable (5 points)	Score
Technology mission statement is missing or inadequate to determine technology focus of the district. See note*.	Technology mission statement: <input type="checkbox"/> focuses on integration and student achievement <input type="checkbox"/> reflects current district mission statement <input type="checkbox"/> reflects current district CSIP goals	Technology mission statement: <input type="checkbox"/> focuses on integration and student achievement <input type="checkbox"/> reflects current district mission statement <input type="checkbox"/> reflects current district CSIP goals <input type="checkbox"/> directs implementation of TFAs <input type="checkbox"/> demonstrates a clear connection between education technology distribution (access) and use	

*Revision Note:

CURRENT STATUS – COMPILING RAW DATA: List and briefly describe the comprehensive and appropriate data (sufficient in size and scope) that were used to examine the current status of the five Technology Focus Areas. Indicate how the data helped to identify strengths and weaknesses for each of the TFAs and guide the development of objectives and action plans. Describe how and why the content and/or the process for compiling and analyzing data has/have changed in the past three years.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Data are missing, inadequate, or not current to address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> student learning as it relates to the Show-Me Standards <input type="checkbox"/> teacher preparation and delivery of instruction <input type="checkbox"/> resource distribution and use <p>See note *.</p>	<p>Data include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> standardized assessments <input type="checkbox"/> local performance assessments <input type="checkbox"/> surveys and records <input type="checkbox"/> policies and procedures <input type="checkbox"/> curriculum standards, including technology <input type="checkbox"/> total cost of ownership (TCO) <input type="checkbox"/> analyses of current status and trend data 	<p>Data include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> standardized assessments (MAP, ITBS, etc.) <input type="checkbox"/> local performance assessments (pre/post-tests, scoring guides/rubrics, checklists, observations, etc.) <input type="checkbox"/> surveys and records (Census of Technology, TAGLIT, Profiler, teacher/administrator/technical staff/student needs assessments, service records, satisfaction surveys, etc.) <input type="checkbox"/> policies and procedures (equity of resources, copyright, AUP, licensing, CIPA, filtering, web page development, computer donations, security, etc.) <input type="checkbox"/> student, teacher, and administrator standards (Show-Me Standards, local curriculum/technology, ISTE National Educational Technology Standards, etc.) <input type="checkbox"/> total cost of ownership (TCO) analysis (hardware maintenance, lease/rent, repair, etc.) <input type="checkbox"/> analyses of current status and trend data <input type="checkbox"/> professional development data, trainer evaluations, training outcomes, etc. <input type="checkbox"/> administrative networking tools (fiscal management, purchasing and budget management systems, etc.) <input type="checkbox"/> data management tools (student information systems, grade books, attendance, etc.) <input type="checkbox"/> communication tools (e-mail, Internet, Intranet, etc.) 	

*Revision Note:

GOAL(S): List and briefly describe the goal(s) that provide direction for the district's use of education technologies to improve, first and foremost, teaching and learning. Describe the progress/status of the previous plan's goals and any changes made to the goals for the new plan to be approved. [Goals are broad statements of the purpose of the plan and are linked to comprehensive improvement plans. Goals should address all five of the TFAs. It is possible for a goal to cover multiple TFAs.]

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Goal(s) are missing or inadequate to determine the direction of the plan. See note*.	Goal(s) address: <ul style="list-style-type: none"> <input type="checkbox"/> district mission statement and CSIP goals <input type="checkbox"/> student learning <input type="checkbox"/> teacher preparation and delivery of instruction <input type="checkbox"/> Title II.D Program goals (technology integration and 8th grade tech literacy) <input type="checkbox"/> progress and status of previous plan's goals 	Goal(s) address: <ul style="list-style-type: none"> <input type="checkbox"/> district mission statement and CSIP goals <input type="checkbox"/> student learning <input type="checkbox"/> teacher preparation and delivery of instruction <input type="checkbox"/> Title II.D Program goals (technology integration and 8th grade tech literacy) <input type="checkbox"/> progress and status of previous plan's goals <input type="checkbox"/> identified needs/weaknesses (overall and each TFA) <ul style="list-style-type: none"> o student learning o teacher preparation and delivery of instruction o administration/data management/communication processes o resource distribution and use o technical support <input type="checkbox"/> state education technology plan goals and objectives 	

*Revision Note:

STUDENT LEARNING TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Student Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of student learning (as it relates to the Show-Me Standards, including technology literacy). Note any changes in the measures and measurements used during the past three years and for development of the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for student learning (as it relates to the Show-Me Standards and technology) are missing or inadequate or not based on current data. See note*.	<ul style="list-style-type: none"> <input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> o student learning as it relates to the Show-Me Standards and technology. o Title II.D Program goal for students to be technologically literate by the end of their 8th-grade 	<ul style="list-style-type: none"> <input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> o student learning as it relates to the Show-Me Standards and technology. o Title II.D Program goal for students to be technologically literate by the end of their 8th-grade o CSIP and MSIP goals/standards and state education technology plan goals and objectives o curriculum, teacher preparation and delivery of instruction o resource distribution (access) and use o technical support o policies and procedures 	

*Revision Note:

Student Learning Objectives: Describe the student learning objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address student learning and support the goal(s) of the new plan.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or are inadequate to measure student learning or not based on current data. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show changes/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit student learning 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show changes/progress from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit student learning <input type="checkbox"/> address weaknesses identified in Student Data Analysis section <input type="checkbox"/> address various learner needs 	

*Revision Note:

Student Learning Plans: Detail the action plans and implementation strategies that indicate technology's role in achieving high student achievement and performance (related to the Show-Me Standards, including technology literacy). Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate or not based on current data to determine the effect of technology on student learning. See note*.	Action Plan details: <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date 	Action Plan details: <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> goal and objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source <input type="checkbox"/> alignment with CSIP and MSIP goals/standards and state education technology plan goals and objectives <input type="checkbox"/> person responsible <input type="checkbox"/> review dates <input type="checkbox"/> benchmarks <input type="checkbox"/> correction strategies 	

*Revision Note:

TEACHER PREPARATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Teacher Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of teacher preparation and delivery of instruction. Note any changes in the measures and measurements used during the past three years and for development of the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for teacher preparation (as it relates to technology) are missing or inadequate or not based on current data. See note*.	<input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> ○ teacher preparation and delivery of instruction ○ Title II.D Program goal for technology to be integrated into core curriculum 	<input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> ○ teacher preparation and delivery of instruction ○ Title II.D Program technology integration goal ○ student learning, including technology literacy ○ resource access and use ○ technical support ○ policies and procedures ○ CSIP and MSIP goals/standards and state education technology plan goals and objectives 	

*Revision Note:

Teacher Objectives: Describe the teacher objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address teacher professional development and support the goal(s) of the new plan.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate or not based on current data to measure teacher preparation and delivery of instruction. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show change/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit teacher preparation and delivery of instruction <input type="checkbox"/> correspond to the planned timeline 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show change/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will promote teacher preparation and the delivery of instruction <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in Teacher Data Analysis section <input type="checkbox"/> address various and multiple teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.) 	

*Revision Note:

Teacher Preparation Plans: Detail the action plans and implementation strategies that promote preparing teachers to integrate technology into curriculum and instructional practices. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Action Plan is missing or inadequate or not based on current data to determine the effect of technology on teacher preparation and delivery of instruction.</p> <p>See note*.</p>	<p>Action Plan details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source 	<p>Action Plan details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> goal and objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source <input type="checkbox"/> alignment with CSIP and MSIP goals/standards and state education technology plan goals and objectives <input type="checkbox"/> person responsible <input type="checkbox"/> review dates <input type="checkbox"/> benchmarks <input type="checkbox"/> correction strategies 	

*Revision Note:

ADMINISTRATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Administration, Management and Communications Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of the district's use of technology to support administration, data management, and communication processes. Note any changes in the measures and measurements used during the past three years and for development of the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Strengths and weaknesses for administration/data management/communication processes are missing or inadequate or not based on current data.</p> <p>See note*.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate <ul style="list-style-type: none"> o administration/data management/communication processes 	<ul style="list-style-type: none"> <input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> o administration/data management/communication processes o student learning o teacher preparation and delivery of instruction o resource access and use o policies and procedures o CSIP and MSIP goals/standards and state education technology plan goals and objectives 	

*Revision Note:

Administration, Management and Communications Objectives: Describe the administration, management, and communications objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address the district's use of technology to support school administration, data management, and communications and support the goal(s) of the new plan.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate or not based on current data to measure the administration/data management/communication processes. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show change/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit administration/data management/communication processes 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show change/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit administration/data management/communication processes <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in Administration, Management and Communication Data Analysis section <input type="checkbox"/> address various management needs (fiscal, attendance, etc.) 	

*Revision Note:

Administration, Management and Communications Plans: Detail the action plans and implementation strategies that indicate technology's role in improving the district's administration, data management, and communication processes. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate or not based on current data to determine the effect of technology on administration/data management/communication processes. See note*.	Action Plan details: <ul style="list-style-type: none"> <input type="checkbox"/> status/growth of previous action plan <input type="checkbox"/> objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source 	Action Plan details: <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> goal and objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source <input type="checkbox"/> alignment with CSIP and MSIP and state education technology plan goals and objectives <input type="checkbox"/> person responsible <input type="checkbox"/> review dates <input type="checkbox"/> benchmarks <input type="checkbox"/> correction strategies 	

*Revision Note:

RESOURCE TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Resource Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of the district's access to and use of technology resources. Note any changes in the measures and measurements used during the past three years and for development of the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for resource distribution and use (as it relates to technology) are missing or inadequate or not based on current data. See note*.	<input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> ○ resource distribution and use 	<input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> ○ resource distribution and use ○ technical support ○ student learning ○ teacher preparation and delivery of instruction ○ administration/data management/communication ○ policies and procedures ○ CSIP and MSIP goals/standards and state education technology plan goals and objectives 	

*Revision Note:

Resource Objectives: Describe the resource objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address technology resource distribution and use and support the goal(s) of the new plan.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate or not based on current data to measure resource distribution and use. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show change/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit resource distribution and use <input type="checkbox"/> correspond to the planned timeline 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> show change/growth from previous plan <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit resource distribution and use <input type="checkbox"/> address student to computer ratio <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in Resource Data Analysis section <input type="checkbox"/> address various resource distribution and use needs (equity, standards, surveys, maintenance, repair, etc.) 	

*Revision Note:

Resource Plans: Detail the action plans and implementation strategies that support adequate and equitable distribution and use of the district's technology resources. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Action Plan is missing or inadequate to or not based on current data determine the effect of resource distribution and use.</p> <p>See note*.</p>	<p>Action Plan details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source 	<p>Action Plan details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> goal and objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source <input type="checkbox"/> alignment with CSIP and MSIP goals/standards and state education technology plan goals and objectives <input type="checkbox"/> person responsible <input type="checkbox"/> review dates <input type="checkbox"/> benchmarks <input type="checkbox"/> correction strategies 	

*Revision Note:

TECHNICAL SUPPORT TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Technical Support Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of the district's support of its technology resources. Note any changes in the measures and measurements used during the past three years and for development of the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Strengths and weaknesses for technical support (as it relates to technology) are missing or inadequate or not based on current data.</p> <p>See note*.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> o technical support 	<ul style="list-style-type: none"> <input type="checkbox"/> Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses. <input type="checkbox"/> Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none"> o technical support o resource access and use o student learning o teacher preparation and delivery of instruction o administration/data management/communication o policies and procedures o CSIP and MSIP goals/standards and state education technology plan goals and objectives 	

*Revision Note:

Technical Support Objectives: Describe the technical support objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address technical support and support the goal(s) of the new plan.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate or not based on current data to measure technical support. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit technical support 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> address ratio of technical staff to number of computers <input type="checkbox"/> will benefit technical support <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in Technical Support Data Analysis section <input type="checkbox"/> address various technical support needs (e.g., maintenance, repair, number of workstations, FTE, service records, etc.) 	

*Revision Note:

Technical Support Plans: Detail the action plans and implementation strategies that promote adequate and equitable technical support goal(s) and objectives. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate or not based on current data to determine the effect of technical support. See note*.	Action Plan details: <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source 	Action Plan details: <ul style="list-style-type: none"> <input type="checkbox"/> status/progress of previous action plan <input type="checkbox"/> goal and objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source <input type="checkbox"/> alignment with CSIP and MSIP and goals/standards and state education technology plan goals and objectives <input type="checkbox"/> person responsible <input type="checkbox"/> review dates <input type="checkbox"/> benchmarks <input type="checkbox"/> correction strategies 	

*Revision Note:

COMMUNICATION / DISSEMINATION, MONITORING, AND EVALUATION: Describe actions taken during the past three years with regards to the previous plan's ongoing communication / dissemination, monitoring, and evaluation. Note successful strategies the district used the past three years in communicating the goals and progress toward meeting the goals of the previous plan with community representatives and key stakeholders. Note successful strategies the district used in monitoring the plan's progress and evaluating the plan's effectiveness. Detail the dissemination, monitoring, and evaluation plans for the new plan to be approved.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>The strategies to communicate / disseminate, monitor, and evaluate are missing or inadequate or not based on current data to determine the plan's effectiveness.</p> <p>See note*.</p>	<p>Plan includes strategies for:</p> <ul style="list-style-type: none"> ❑ Communication / Dissemination <ul style="list-style-type: none"> ○ report progress ○ inform all stakeholders and policy makers (board members, legislators, civic leaders, staff, community, parents, etc.) ❑ Monitoring <ul style="list-style-type: none"> ○ timely ○ ongoing ❑ Evaluation <ul style="list-style-type: none"> ○ timely ○ appropriate assessment tools 	<p>Plan includes strategies for:</p> <ul style="list-style-type: none"> ❑ Communication / Dissemination <ul style="list-style-type: none"> ○ report progress ○ inform all stakeholders and policy makers (board members, legislators, civic leaders, etc.) ○ make extensive or innovative use of technology to inform and communicate with stakeholders and policy makers ❑ Monitoring <ul style="list-style-type: none"> ○ timely ○ ongoing ○ analytical and extensive ❑ Evaluation <ul style="list-style-type: none"> ○ timely ○ appropriate assessment tools ○ ongoing and extensive 	

*Revision Note: